

**2003-2004 *No Child Left Behind*—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal Dr. Rita M. Galbraith

Official School Name West Shore Junior/Senior High School

School Mailing Address 250 Wildcat Alley

Melbourne Florida 32935-6405  
City State Zip Code+4 (9 digits total)

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I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Rita M. Galbraith (live signature on hard copy) Date 2/04/2004  
(Principal's Signature)

Name of Superintendent\* Dr. Richard A. DiPatri

District Name Brevard County School District Tel. ( 321 ) 633-1000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Richard A. DiPatri (live signature on hard copy) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Rich Wilson

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Rich Wilson (live signature on hard copy) Date 2/04/2004  
(School Board President's/Chairperson's Signature)

## **PART I - ELIGIBILITY CERTIFICATION**

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**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

<u>55</u>	Elementary schools
<u>12</u>	Middle schools
<u>      </u>	Junior high schools
<u>10</u>	High schools
<u>13</u>	Other (9 Charter Schools; 4 Jr./Sr. High Schools)
<u>90</u>	TOTAL
  
2. District Per Pupil Expenditure: \$5,695 (2000-01 data, most recent available)  
 Average State Per Pupil Expenditure: \$6138 (2000-01 data, most recent available)

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input checked="" type="checkbox"/>	Suburban
<input type="checkbox"/>	Small city or town in a rural area
<input type="checkbox"/>	Rural
  
4. 6 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7	84	85	169
1					8	82	83	165
2					9	81	89	170
3					10	73	85	158
4					11	68	86	154
5					12	63	64	127
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								943

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>85.2</u> | % White                          |
| <u>3.6</u>  | % Black or African American      |
| <u>4.9</u>  | % Hispanic or Latino             |
| <u>3.4</u>  | % Asian/Pacific Islander         |
| <u>2.9</u>  | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

7. Student turnover, or mobility rate, during the past year: 1.4 % (from 2002-03)

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	910
(5)	Subtotal in row (3) divided by total in row (4)	0.014
(6)	Amount in row (5) multiplied by 100	1.4

8. Limited English Proficient students in the school: 0.1 %  
1 Total Number Limited English Proficient

Number of languages represented: 1  
Specify languages: Cantonese/ Chinese

9. Students eligible for free/reduced-priced meals: 4.5 %

42 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 1.5 %  
15 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  2  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 10 </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>  1 </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>  1 </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness
	<u>  1 </u> Emotional Handicap

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>  4  </u>	<u>  0  </u>
Classroom teachers	<u> 52 </u>	<u>  2 </u>
Special resource teachers/specialists	<u>  4  </u>	<u>  0  </u>
Paraprofessionals	<u>  0  </u>	<u>  0  </u>
Support staff	<u> 17 </u>	<u>  5 </u>
Total number	<u> 77 </u>	<u>  7 </u>

12. Average school student-“classroom teacher” ratio: 22.3 : 1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.03	96.66	96.81	96.79	94.81
Daily teacher attendance	97	97	NA	NA	NA
Teacher turnover rate	18.3	8.3	22.7	19.3	7.4
Student dropout rate	0	0	NA	NA	NA
Student drop-off rate	26.47	19.859	NA	NA	NA

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	126
Enrolled in a 4-year college or university	<u>70</u> %
Enrolled in a community college	<u>28</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>1</u> %
Other (travel, staying home, etc.)	<u>1</u> %
Unknown	<u>0</u> %
<b>Total</b>	100 %

### **PART III - SUMMARY**

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West Shore Jr./Sr. High School opened in August of 1998 as Brevard Schools' First School of Choice. With the assistance of a steering committee comprised of professional educators, parents, and community members, the superintendent recommended a mission for this school: to create a center for excellence in a nurturing secondary learning environment, grades 7 – 12, providing unique experiences for intellectual development, academic achievement, and preparation for life's work. Best practices in secondary education from both private and public education across the nation were researched to design the features of the school. Increased graduation requirements to assist students in securing competitive college opportunities, along with a focus on a safe, discipline-free environment using a parent/student contract, parent volunteer requirements, student service learning requirements, and active, engaged learning activities in all classrooms proved to be successful ingredients in not only attracting parents and students but also in providing a quality program for young people.

West Shore opened with grades 7- 9 in its first year, and added a grade level in each of the next three years to provide the 7-12 configuration by 2002. Prior to the opening, the faculty and staff collaborated to formulate a set of beliefs and a vision to provide focus for the previously stated mission of the school: *Excellence Achieved*. This vision has truly been experienced throughout student life at West Shore.

West Shore students have achieved the highest state test scores in the district each year since 1998. Based on Florida's A+ Accountability Plan, West Shore has earned a grade "A" for the past three years as well as met criteria for NCLB Annual Yearly Progress. Other national success indicators, such as SAT and ACT mean scores, consistently demonstrate the high quality of education at the school.

Although West Shore has a focused college preparatory program, the school is not selective in its enrollment. West Shore markets its program to attract potential students and selects candidates based upon a lottery. Any student who is on grade level may apply to the school, exercising their choice to attend. Preferences for admission are only provided to siblings of students currently enrolled and children of school employees. The school maintains a waiting list of applicants for the current year.

Through an extensive self-study process for West Shore's initial SACS accreditation, faculty and staff identified three goal areas for continual improvement and emphasis: expanding and integrating knowledge, communication skills, and thinking and reasoning skills. Further definition of each goal helped faculty clarify the desired results for student learning in order to shape the curriculum:

West Shore students were expected to be able to:

- Develop integrated knowledge and skills

- Apply multi-disciplinary approaches to problem-solving and task completion
- Access information from a variety of sources
- Develop thinking skills necessary for evaluation and analysis of information and ideas
- Generate new and creative ideas in a variety of contexts.
- Develop strong writing skills
- Demonstrate the ability to speak publicly
- Work effectively in small groups
- Apply emerging technology to communication.

West Shore's faculty and staff have worked diligently in its six years of operation to provide learning opportunities for students that are focused on these desired results.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Meaning of assessment results**

In 1996, educators in Florida identified a core body of knowledge and skills for all students: the *Sunshine State Standards* (SSS). SSS were divided into four grade level clusters for seven content areas. Each grade level cluster was further subdivided in benchmarks to complete the process of outlining a clear set of standards upon which to build an equitable system of student assessment and school accountability.

The current state assessment system in Florida is based on assessing these standards. Recommendations from the Florida Educational Reform and Accountability Commission in 1995 and 1996 led to the development of the Florida Comprehensive Assessment Test (FCAT). Designed to augment an existing writing assessment for grades 4, 8, and 10, the FCAT added reading assessment to those grades and mathematics assessment at grades 5, 8, and 10. Performance task and application of skills items were added to multiple-choice questions to provide an opportunity for students to demonstrate their understanding of specific concepts.

Florida law changed in 1999 to require all students in grades 3-10 to have an annual assessment, initially in reading and mathematics, with the addition of science and social studies in future years. Presently, grades 3-10 take FCAT Reading and Mathematics, and grades 4, 8, and 10 take FCAT Writing. All students in grades 5, 8, and 10 took FCAT Science in 2003. Performance on FCAT Reading and Mathematics was initially reported by achievement level as well as by scale scores. Five achievement levels were used to divide the scale score range (100-500) into categories of success. For purpose of AYP, state officials have defined the levels as follows: Level 1- below Basic, Level 2 - Basic, levels 3 and 4 – Proficient, and Level 5 – Advanced.

West Shore has consistently scored above district and state averages since 1998 in the FCAT-SSS. As an example, test scores from 2003 ranked among Florida schools as follows: 4<sup>th</sup> in 7<sup>th</sup> grade reading, 3<sup>rd</sup> in 7<sup>th</sup> grade math; 5<sup>th</sup> in 8<sup>th</sup> grade reading, 3<sup>rd</sup> in 8<sup>th</sup> grade math, 3<sup>rd</sup> in 8<sup>th</sup> grade science; 5<sup>th</sup> in 9<sup>th</sup> grade reading, 3<sup>rd</sup> in 9<sup>th</sup> grade math; 6<sup>th</sup> in 10<sup>th</sup> grade reading, 4<sup>th</sup> in 10<sup>th</sup> grade math, 4<sup>th</sup> in 10<sup>th</sup> grade science. High test scores in the FCAT-SSS are indicative of student success in math, science, reading, and writing curriculum as targeted by the Sunshine State Standards.

The point system used in the Florida School Accountability Plan addresses student performance in reading, writing, and mathematics by levels of success as well as demonstrated performance improvement from one grade to the next. In addition, improvement in at least 50% the lowest 25% of readers in the school must be accomplished in order to achieve a grade of "A". West Shore has received the highest grade for three years in a row, which speaks not only to the success of the majority of students in math and reading but also to the continual improvement of the lowest readers.

## 2. Assessment data for school improvement

West Shore begins every school year with professional development to assist teachers in examining and comparing test scores across several years of FCAT data. Identifying student achievement strengths and weaknesses are the focus of these staff development workshops. Class rosters containing student FCAT scores for 2 or 3 years are provided to all teachers. Teachers use this information to assess strategies from previous years instruction as well as diagnose skill areas to emphasize with individual students or classes in the current year.

Subject area departments also use the school assessment data to identify gaps in curriculum or areas that may need focus for a particular grade level. For example, the Language Arts department identified two areas in need of concentrated instruction for reading skills: comparison/cause/effect and reference/research. Through regular department meetings, the teachers share strategies to target improvement. Teachers also used curriculum mapping and vertical teamwork to develop a flip chart planner organized by grade level. Literary terms, specifics in developing writing, as well as novels for study are identified for instructional focus for each grade. Research skill development is also mapped for curriculum emphasis by grade level to target the range of skills needed prior to graduation.

Particular emphasis is placed on improving skills of Level 1 and 2 students across all curriculum areas. The mathematics, Language Arts, science, and social studies departments meet weekly with one administrator assigned to that department to monitor progress and discuss teaching strategies for Level 1 and 2 students. The AP for Curriculum and Instruction collaborates with teachers of lower performing students to identify skills that need additional practice in specific benchmark clusters. Tools, such as individual student *Academic Improvement Plans*, are used to identify specific strategies and resources to assist students. Before and after school remediation and tutoring are offered to provide additional services in mathematics and reading.

## 3. Communicating student performance

Student performance is communicated to parents, students, and the community through several media. A monthly newsletter distributed to parents via students or mail, which contains information on individual and group awards as well as school performance data. Approximately 25% of West Shore's parents subscribe to an electronic newsletter. Items such as the guidance bulletin, the monthly newsletter, and other types of communication are available through this medium. School state performance data and the NCLB School Accountability Report data are also maintained on our school website. Recently selected as part of the Florida School Report Best Practices study for secondary schools, West Shore has been featured by the Florida School Report on its web page and in its recent publication.

Report cards are issued on a quarterly basis to parents. Test results, such as the Florida Comprehensive Assessment Test (FCAT) scores and PSAT results, are also given to students to share with parents. Counselors distribute information to students as well as explain assessment reports through smaller group meetings. Parents of students who perform below grade level on any portion of the FCAT are invited to both individual conferences with the Assistant Principal for Curriculum and to group meetings with teachers. Parents are given detailed information on their student's FCAT performance along with strategies and services for improvement.

In September, every teacher at West Shore receives class rosters with two years of FCAT data on their current students. Through staff development, teachers are trained to disaggregate the data to assist with classroom instruction. Teachers are encouraged to share specific information with parents as they conference throughout the school year. As West Shore invites active parent involvement with the school, strong two-way communication between the home and school is the norm.



West Shore's active PTA provides a forum for parent education at monthly meetings. The principal's report, a routine portion of the monthly PTA meetings, includes current student performance data along with comparative information with respect to improvement. Success data is also shared during Open House in the fall and the large group informational meetings each January prior to application deadlines.

Each year the School Advisory Council conducts a needs assessment to evaluate school improvement goals and objectives as well as revise plans for the coming year. Comprehensive data are reviewed for all grade levels along with client, teacher, and student climate surveys. The Annual School Improvement Plan includes multi-year testing data along with demographic information for public review.

#### 4. Sharing successes

Within Brevard School District, West Shore has been sharing best practices with other schools through forums such as the district "Role-Alike" meetings with principals as well as through district staff development opportunities. West Shore participates in both the middle school and high school meetings to share curriculum development and special programs that have contributed to the success of students. On district inservice days, West Shore faculty members host workshops on teaching strategies, technology, and curriculum projects. West Shore has been a resource to a "sister" school, Edgewood School of Choice, which opened in 2002. Many of their staff members spent time at West Shore to observe classrooms and curriculum offerings with colleagues.

Faculty members are very comfortable with visitors in the classroom, as events such as *Take Your Parents to School* and *West Shore Informational Tours for Applicants*, are routine activities. Extending the tours to faculty and staff from other schools with small group interaction by departments would be a means of sharing successes.

Departments at the school have developed curriculum tools for vertical teaming, curriculum alignment, and lesson plans for the gifted. These documents are shared through electronic or print medium with requesting schools. However, personal visits to the school with interaction of faculty and staff would be the most valuable element in sharing successes. The success of West Shore is the integration of several positive features executed by a talented and dedicated staff collaboratively working toward a focused vision.

## PART V – CURRICULUM AND INSTRUCTION

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### 1. School curriculum

West Shore was designed with a college preparatory focus as evidenced by its graduation requirements. Students are expected to complete 26 credits rather than the standard 24 credits to graduate in Florida. Students strive to earn a *West Shore Diploma of Distinction*, which includes 4 credits each of Language Arts, science, and mathematics, 3 credits of social studies, and 3 credits of a foreign language. As fine and performing arts are valuable to a college preparatory education, 2 credits are required as a minimum. Of the remaining 6 credits, 1.5 credits are required in health and physical education.

In addition to the 26-credit requirement, there are expectations for achieving the *Diploma of Distinction*. Students must maintain a competitive portfolio as they progress through West Shore. Each student must have two areas of acceleration minimum during his/her time at the school, with at least one achieved during the high school years. Two leadership experiences are also required for the *Diploma of Distinction*. Students must complete a Senior Project, which involves a research paper, a product demonstrating the area of research, and a presentation of the project to a board of examiners. This

activity is designed for students to integrate their learning experiences, demonstrate research and problem-solving skills, utilize their communication skills, and expand their critical-thinking processes.

The requirements for the *Diploma of Distinction* were designed to prepare students for competitive college and scholarship opportunities as well as career experiences. Although much of the curriculum is based on core content area, students integrate and apply their learning through creative instructional strategies. Active, engaged instruction is the norm for all West Shore classrooms.

With West Shore serving as its own feeder chain from middle to high school years, there is a prime opportunity to vertically develop the curriculum in each department. Advanced Placement courses are the target for each of the core curriculum areas as well as for foreign language and the fine arts. West Shore has 11 Advanced Placement courses included in its curriculum to date. Through grant and school improvement resources, teachers have been able to spend extra time in developing a vertical approach to skill development in each core subject area, identifying necessary skills and expectations for all students upon graduation.

West Shore offers three foreign languages: Spanish (levels 1-AP), French (levels 1-4), and Latin (levels 1-4). Approximately 82% of all students in grades 7-12 are engaged in foreign language instruction. Foreign language classrooms are equipped with computer technology and wireless listening and voice labs to assist with comprehension as well as speaking. Culture is stressed throughout instruction to enable students to extend their learning into other disciplines and appreciate the languages.

In the Fine and Performing Arts arena, West Shore offers an outstanding music, graphic arts, visual arts, drama and speech, and TV Production program. Presently, 77% of all students are enrolled in one or more of these classes. Students are placed in courses based upon their skill level, not on their age or grade level. Music offerings include: five band classes from beginning through symphonic, Jazz band, two classes of orchestra, chorus, and AP Music Theory. Computer graphic arts, a variety of visual art courses, and TV Production provide opportunities for creative and talented students.

## 2. English language curriculum

The English language curriculum at West Shore infuses critical independent thinking with skills necessary for effective communication. Enhancing this curriculum is the regular communication between teachers, parents, and students. Expectations are clear and individualized to meet all student needs. Language arts teachers through planning sessions share best practices. Vertical teaming continues to be refined through emphasis on focus areas in each grade level.

Students are exposed to a variety of auditory, visual, and kinesthetic learning methods and regularly strengthen the tools necessary for in-depth analysis of reading, writing, listening, speaking, viewing, and researching skills. Multiple intelligences are honored. Interactive participation, using such methods as shared inquiry, creates active learning environments beneficial to all students.

Particular care is given to students who read below grade level, and a number of different strategies are employed to help these students succeed. Some students are encouraged to take an intensive reading class as an elective while others attend an after-school program allowing for additional reading practice. Language arts teachers are aware of which students are reading below grade level and specifically what areas are in need of improvement. Activities used to enhance lesson plans for maximum improvement include analysis, test strategy preparation, and *Creating Independence through Student-owned Strategies (CRISS)* strategies. This allows below average readers to improve while still being exposed to higher-level thinking and discussion. All students are encouraged to read a wide variety of books for both academic and personal interests. Students leave the Language Arts program with the ability to make and create meaning using a wide variety of texts for a variety of purposes.

### 3. Science curriculum

West Shore provides a comprehensive science education that starts in seventh grade, is individually tailored to each student, and results in rich laboratory experiences with a strong background in biological and physical sciences. In the summer of 2001, science teachers met to develop a Vertical Team approach to improve articulation between grade levels 7 – 12. The intent was to prepare students for upper level high school and Advanced Placement science courses by building a foundation starting in middle school. Important skills were identified and tracked by determining the grade level each scientific competency was introduced, when it was being reinforced, and which point in the progression the student would attain mastery. Involved in this process was a comprehensive, ongoing, cross-referencing documentation for the fulfillment of the Sunshine State Standards, course descriptions, and Grade Level Expectations.

The value to this curriculum development has been the motivation of science teachers to avoid duplication of content. As an example, metric system conversions begin in seventh grade with simple conversions while introducing dimensional analysis. More complex conversions using dimensional analysis are continued in eighth and ninth grade progressing to mastery level expectations in chemistry and physics. Concepts are introduced to students during their 7<sup>th</sup> grade year and strengthened as students progress through high school.

Continuity in a laboratory-reporting format has strengthened research and analysis skills of students. Beginning with a basic report style in 7<sup>th</sup> grade, requirements for laboratories increase in complexity through courses as a student matures intellectually and academically. Each year teachers continue to modify and refine expectations and content focus through collaboration. As science teachers increase their understanding of the curriculum outside their own teaching assignment, students are better prepared for future courses.

### 4. Instructional methods

Teachers' instructional strategies focus on the overall goals of expanding and integrating knowledge, communication skills, and thinking and reasoning skills. The incorporation of *CRISS*, Howard Gardener's Multiple Intelligences, Pacesetters, and Scientific Inquiry within our overall goal framework provides an active, stimulating learning environment.

Instructional strategies to support expanding and integrating knowledge include the vertical teaming approach that ensures concepts and benchmarks are mastered by grade level regardless of student ability level. Cross-curricular activities present students with opportunities to expand and integrate knowledge through critical writings, class projects, and group presentations. Teachers map individual achievement levels based on previous test scores in order to support student success on FCAT. Individual and whole class strategies are developed to target deficiencies and encourage higher performing students. The internet-based FCAT Explorer program is utilized to enhance student-learning experiences.

Technology serves as a key instructional role in improving student learning through communication. Teachers and students have access to Smart board and projection systems, ELMO, Wireless labs, Multi-output Systems, and DVD/CD players. The integration of content with technology encourages students to incorporate the use of technology with speaking, interpretation, inference, and demonstration skills. When combined with collaborative learning groups, self-expression, creativity, and high-order thinking will result.

Instructional strategies to support thinking and reasoning skills are being actively developed. Through grants, West Shore teachers have developed over 250 lesson plans and a variety of resources designed to meet the needs of gifted and talented populations. These lessons tie high-order thinking and reasoning to

practical skills, providing stimulation for the learner. Not only are these lesson plans assisting West Shore students; they have been made available to teachers throughout Brevard County.

West Shore's overall goals provide the direction and focus for instructional strategies. By providing access to a variety of resources including a comprehensive print collection in the media center and extensive electronic resources, teachers can further develop their curriculum and students can extend their personal learning.

#### 5. Professional development program

West Shore's professional development program begins prior to the start of school during teacher pre-planning. Inservices are presented updating teachers on changes in curriculum and district policies. Topics specific to the program at West Shore, such as classroom strategies for gifted and exceptional education students, Vertical Teaming, and technology are covered. Teachers are surveyed to identify additional professional development needs that will help them in direct instruction of students. Individual Teacher Professional Development Plans are also used to identify teacher and instructional needs. School-level inservices are provided based on these needs. West Shore's professional development plan is designed to assist teachers in addressing the needs of our students in order to have a direct impact on achievement.

The seven National Board Certified Teachers on staff offer training in the use of classroom technology including the Smart Board, Power Point, internet research, and digital cameras along with serving as mentors to new teachers. Beginning with a New Teacher Welcome Ceremony, National Board Certified Teachers and department chairs play an integral role in the professional development of new faculty.

West Shore's school-based professional development plan is augmented through district inservice days and institutes offered by educational agencies such as the College Board. Teachers are encouraged and given release time to attend programs covering such topics as CRISS, Advanced Placement, Pacesetter, curriculum mapping, decision analysis, and critical thinking skills. Best Practices are shared to benefit West Shore faculty professional development and student achievement.

## **PART VII - ASSESSMENT RESULTS**

The tables on the following pages outline the percent of students in the school at basic, proficient or advanced standings in reading and mathematics in 2001, 2002, and 2003, for grades 7-10. Please note that Florida did not have levels identified for grades 7 and 9 in 2001. For the purpose of NCLB AYP, the state of Florida has identified Level 2 as Basic, Levels 3 and 4 as Proficient, and Level 5 as Advanced. Proficiency on the Florida Comprehensive Assessment Test is based on Florida's curriculum frameworks, the Sunshine State Standards.

No students were excluded from any of the testing at West Shore. One student was not tested in 8<sup>th</sup> grade mathematics in 2001 due to illness. Tables reflect statistically significant data available to the school by the state for subgroups. Included on page 17 are composite school scores for subgroups identified by the NCLB 2003 Annual Yearly Progress Report. The data are available for 2002 and 2003 only, as all grades did not have levels identified by the state in 2001.

Data indicate high achievement in identified subgroups for each grade for the past three years, as well as high achievement for all students tested.

### 7<sup>th</sup> Grade Reading FCAT – Sunshine State Standards

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
<b>SCHOOL SCORES – Mean Scale Score</b>	363	359	345
% At or Above Basic	99	98	NA
% At or Above Proficient	93	90	NA
% At Advanced	25	27	NA
Number of students tested	171	178	188
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. White			
% At or Above Basic	99	98	NA
% At or Above Proficient	94	92	NA
% At Advanced	24	28	NA
Number of students tested	149	152	
2. Economically Disadvantaged			
% At or Above Basic	100	91	NA
% At or Above Proficient	92	72	NA
% At Advanced	38	18	NA
Number of students tested	13	11	
<b>STATE SCORES - Mean Scale Score</b>	297	294	292
% At or Above Basic	72	71	NA
% At or Above Proficient	52	50	NA
% At Advanced	6	5	NA

### 7<sup>th</sup> Grade Mathematics FCAT – Sunshine State Standards

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
<b>SCHOOL SCORES – Mean Scale Score</b>	354	365	355
% At or Above Basic	98	98	NA
% At or Above Proficient	93	91	NA
% At Advanced	22	37	NA
Number of students tested	171	178	188
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. White			
% At or Above Basic	99	99	NA
% At or Above Proficient	94	93	NA
% At Advanced	21	39	NA
Number of students tested	149	152	
2. Economically Disadvantaged			
% At or Above Basic	92	91	NA
% At or Above Proficient	92	63	NA
% At Advanced	8	9	NA
Number of students tested	13	11	
<b>STATE SCORES - Mean Scale Score</b>	296	292	290
% At or Above Basic	69	67	NA
% At or Above Proficient	47	47	NA
% At Advanced	6	7	NA

### 8<sup>th</sup> Grade Reading FCAT – Sunshine State Standards

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
<b>SCHOOL SCORES – Mean Scale Score</b>	358	348	362
% At or Above Basic	99	97	99
% At or Above Proficient	94	84	92
% At Advanced	15	15	21
Number of students tested	168	176	185
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. White			
% At or Above Basic	100	97	99
% At or Above Proficient	94	84	90
% At Advanced	14	15	22
Number of students tested	144	157	166
2. Economically Disadvantaged			
% At or Above Basic	100	*	*
% At or Above Proficient	92	*	*
% At Advanced	15	*	*
Number of students tested	13		
<b>STATE SCORES - Mean Scale Score</b>	301	295	295
% At or Above Basic	74	71	70
% At or Above Proficient	49	45	43
% At Advanced	3	3	4

### 8<sup>th</sup> Grade Mathematics FCAT – Sunshine State Standards

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
<b>SCHOOL SCORES – Mean Scale Score</b>	362	356	366
% At or Above Basic	99	98	99
% At or Above Proficient	96	92	93
% At Advanced	39	34	44
Number of students tested	168	176	184
Percent of total students tested	100	100	99.5
Number of students excluded	0	0	.5
Percent of students excluded	0	0	1
<b>SUBGROUP SCORES</b>			
1. White			
% At or Above Basic	99	98	99
% At or Above Proficient	98	94	92
% At Advanced	39	36	46
Number of students tested	144	157	165
2. Economically Disadvantaged			
% At or Above Basic	100	*	*
% At or Above Proficient	92	*	*
% At Advanced	23	*	*
Number of students tested	13		
<b>STATE SCORES - Mean Scale Score</b>	310	305	308
% At or Above Basic	78	75	76
% At or Above Proficient	56	53	55
% At Advanced	10	8	10

\*Note - Data not statistically significant

### 9<sup>th</sup> Grade Reading FCAT – Sunshine State Standards

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
<b>SCHOOL SCORES – Mean Scale Score</b>	351	355	347
% At or Above Basic	96	94	NA
% At or Above Proficient	70	76	NA
% At Advanced	20	26	NA
Number of students tested	164	174	171
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES*</b>			
1. White			
% At or Above Basic	97	94	NA
% At or Above Proficient	74	77	NA
% At Advanced	21	26	NA
Number of students tested	139	155	
<b>STATE SCORES - Mean Scale Score</b>	291	287	286
% At or Above Basic	57	56	NA
% At or Above Proficient	31	29	NA
% At Advanced	5	4	NA

### 9<sup>th</sup> Grade Mathematics FCAT – Sunshine State Standards

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
<b>SCHOOL SCORES – Mean Scale Score</b>	351	360	347
% At or Above Basic	100	100	NA
% At or Above Proficient	95	95	NA
% At Advanced	30	39	NA
Number of students tested	164	174	171
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES*</b>			
1. White			
% At or Above Basic	100	100	NA
% At or Above Proficient	97	95	NA
% At Advanced	32	38	NA
Number of students tested	139	155	
<b>STATE SCORES - Mean Scale Score</b>	293	286	284
% At or Above Basic	77	72	NA
% At or Above Proficient	51	47	NA
% At Advanced	6	6	NA

\*Note: “White” was the only subgroup reporting statistically significant data for 9<sup>th</sup> grade.

### 10<sup>th</sup> Grade Reading FCAT – Sunshine State Standards

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
<b>SCHOOL SCORES – Mean Scale Score</b>	362	354	360
% At or Above Basic	99	99	99
% At or Above Proficient	84	77	84
% At Advanced	40	30	35
Number of students tested	160	155	155
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES*</b>			
1. White			
% At or Above Basic	99	99	99
% At or Above Proficient	86	77	84
% At Advanced	41	31	34
Number of students tested	145	139	133
<b>STATE SCORES - Mean Scale Score</b>	302	303	307
% At or Above Basic	67	68	69
% At or Above Proficient	36	36	37
% At Advanced	8	7	9

### 10<sup>th</sup> Grade Mathematics FCAT – Sunshine State Standards

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
<b>SCHOOL SCORES – Mean Scale Score</b>	372	364	366
% At or Above Basic	100	99	100
% At or Above Proficient	97	99	99
% At Advanced	38	34	33
Number of students tested	160	155	155
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES *</b>			
1. White			
% At or Above Basic	100	100	100
% At or Above Proficient	97	100	99
% At Advanced	38	33	33
Number of students tested	145	139	133
<b>STATE SCORES - Mean Scale Score</b>	320	319	321
% At or Above Basic	81	81	80
% At or Above Proficient	60	60	59
% At Advanced	9	8	10

\*Note: “White” was the only subgroup reporting statistically significant data for 10<sup>th</sup> grade.



### Composite School Scores for Identified Subgroups on AYP 2003

(only 2 years of composite data available)

#### FCAT – Sunshine State Standards Reading

	2002-2003	2001-2002
Composite School Subgroups		
SUBGROUP SCORES		
1. White		
% At or Above Basic	98.7	97
% At or Above Proficient	86.8	82.5
% At Advanced	24.8	24.8
Number of students tested	575	595
2. Hispanic		
% At or Above Basic	100	90.7
% At or Above Proficient	67.6	65.4
% At Advanced	19.3	21.8
Number of students tested	31	32
3. Economically Disadvantaged		
% At or Above Basic	100	100
% At or Above Proficient	86	76.1
% At Advanced	27.5	33.3
Number of students tested	29	21

#### FCAT – Sunshine State Standards Mathematics

	2002-2003	2001-2002
Composite School Subgroups		
SUBGROUP SCORES		
1. White		
% At or Above Basic	99.5	99.2
% At or Above Proficient	96.3	95.2
% At Advanced	32.5	36.8
Number of students tested	575	595
2. Hispanic		
% At or Above Basic	100	96.9
% At or Above Proficient	87	78
% At Advanced	12.9	15.6
Number of students tested	31	32
3. Economically Disadvantaged		
% At or Above Basic	96.6	95.3
% At or Above Proficient	93	85.6
% At Advanced	17.2	33.3
Number of students tested	29	21